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No. 56

VACATION SCHOOLS

BY

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IN CHARGE OF THE SCHOOL PLANT UTILIZATION INQUIRY OF THE RUSSELL SAGE FOUNDATION

PUBLISHED BY THE
DEPARTMENT OF CHILD HYGIENE OF THE
RUSSELL SAGE FOUNDATION
1 MADISON AVENUE, NEW YORK CITY

PREFATORY NOTE

The information upon which the following article is based has been gathered from the reports of school authorities and voluntary organizations, and also by means of correspondence, questionnaires and personal investigation. A portion of it was published in the June, 1910, issue of *The American City*, under the caption "Summer Use of the School-House."

Vacation Schools

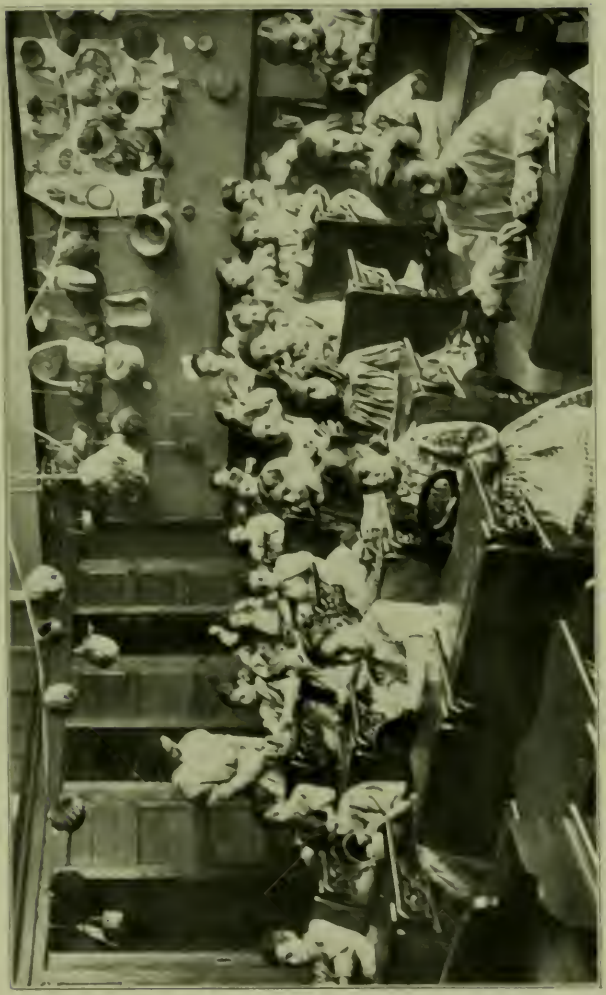
ONE hot July morning I visited a school house down in New York's east side. The streets were so full of people, push-carts and wagons that it was difficult to make one's way. The iron fire-escapes, jutting out from the tenements, were hung with trailing sheets and soggy pillows. Here and there a woman lolled in a window, to catch a moment's respite from the suffocation of her apartment.

Passing through a small yard I entered a stone building and found myself in a long, cool corridor where presently I was met by a woman in fresh summer attire. On my expressing a desire to look through the building, she smiled and led the way. We had not gone far before the buzz of many voices and the sounds of hammering and sawing were heard. Entering a class-room we came upon a group of boys working at benches with hammer, chisel and fret-saw. They were so busy over the brackets, key-racks and wisp-broom holders they were making that many of them did not even look up. The instructor was entirely engrossed with the difficulty a pupil was having with a joint and it was easy to see that matters of discipline gave him no trouble. In the next room boys were caning chairs, most of which had been brought from home. The bottoms they were putting in were as even and tight as new ones. In another room boys and girls, scattered about in little groups, were sitting on benches and desk-tops weaving baskets. When they got into difficulties

or needed new material they went up to the teacher, who occupied a desk-top herself in the front part of the room. A class in Venetian iron-work bent wrought-iron strips into pen-racks and candle-sticks. The work was being done in an ordinary class-room, and each desk was protected by a board securely clamped to and covering its top.

There were classes of girls learning to sew, and upon a line strung along the wall were displayed the handkerchiefs, aprons and petticoats already made. In another class each member was making a real dress for herself. In one of the rooms girls were twisting thread-wound wire into hat-frames, while some, more advanced, were trimming the hat-frames they had previously constructed. Embroidery engaged the attention of another group. Down in the domestic science kitchen a large class of girls, many of them foreigners, was learning to cook and in the model dining-room across the hall my guide and I were served with delicious lemonade and wafers. The kindergarten rooms were crowded with little boys and girls, many of whom had brought, and were keeping a watchful eye out for, baby brothers and sisters. These little tots did not seem to bother either teacher or pupils, the marching, singing and paper-cutting going on just as if they had not been there.

Only one class was occupied with book-work. It contained mainly pupils who had failed in the June examinations and who were studying in the hope of making up their deficiencies in time to go on with their classes in September. A smaller



Basket Weaving is More Fun than Playing in the New York Streets on a Hot Day

number were studying elementary subjects with a view to completing the number of days of school-work required to secure the certificate which permits them to go to work. A still smaller number were endeavoring through this summer study to jump ahead of their classes and thus to hasten the day of graduation.

The June examinations were barely over. The compulsory attendance law was not in operation. Yet here were 700 children coming regularly to school every morning. The principal, as well as most of her thirteen assistants, had just finished a hard year in regular day-school work. She had reports to make and an organization to keep in smooth operation. The work of each teacher was subject to the inspection of a sharp-eyed supervisor. No school regulations or professional advantages compelled these men and women to do this summer work, and yet they were giving up six weeks of their summer's rest and staying in the hot, expensive city when they could have been in the mountains or at the seashore; neither would they have taught day-school classes for as little money as they were receiving for this work.

There were twenty-eight other schools in New York and some sixty other cities in the United States where teachers were likewise spending their vacations in the class-room for merely nominal wages and in some instances for no compensation at all. There were over 9,000 other boys and girls in New York, and in the whole country hundreds of thousands, maintaining a regularity of attendance at school, during the hot season

and under no compulsion whatsoever, that would have been quite respectable during the regular day-school term.

The explanation of it was clear that morning in the east side school. The boys were so busy making things, putting themselves into broom-holders, brackets, candle-sticks, that represented their ability which they could show to others, —they were so intent on all this that it did not occur to them to annoy their neighbors or the teacher. The girls were so occupied in learning how to make dresses and hats that they forgot to talk loudly or laugh boisterously. When the teacher helped them over a difficult step in their work their faces gleamed with gratitude; when she gave some general directions they all listened intently. On entering school their countenances reflected the satisfaction felt at home over the fact that they were neither in the street nor under foot in the house impeding the work that had to be done. Aside from the joy of making things, the children were glad to escape from their hot stuffy apartments into the cool, well ventilated schoolrooms. In a word, both teachers and pupils were happy because they were doing what they liked to do. The teachers taught and the pupils attended this school because it was a "school of play."

Whether one considers this highly developed New York vacation school or the one which some woman's club in a small city has just started, the essential characteristics are the same. For both teacher and pupil the vacation school affords the occupation of their choice and one which,

making small demands upon the head, satisfies the heart and fills the hands.

THE ACTIVITIES FOUND IN VACATION SCHOOLS

Most Common	*Common*	*Least Common*
Basketry	Iron work	Paper work
Sewing	Raffia	Dancing
Woodwork	Reed work	Leather work
Cooking	Household arts	Burnt wood
Sloyd	Physical training	Shoe making
Kindergarten	Excursions	Gardening
Drawing	Chair caning	Stencil cutting
Cardboard work	Clay modeling	Picture study
Nature study	Millinery	First aid
Singing	Embroidery	Nursing
Games	Story telling	Toy making
Dressmaking	Knitting	Academic work

This list represents a composite of the subjects taught and the kinds of work given in a dozen different cities. They are set down in the order of frequency with which they are found. No one school system affords them all.

In most schools a pupil receives instruction in no more than two subjects during a daily session. Cambridge gives its boys a choice between sloyd and basketry while the girls may take either basketry or cooking and sewing. At one time the two-hour sloyd period in Cambridge was divided between sloyd and drawing. It was found, however, that the boys were averse to the drawing and it was omitted. With the two hours given entirely to sloyd the boys are now able to finish more articles and their interest is greatly augmented. In St. Louis pupils are divided into

groups according to their rank in the regular day-school.

Group	Grade in Elementary School
Kindergarten	Kindergarten
Primary	I and II
Intermediate	III, IV and V
Advanced Classes	VI, VII and VIII

The activities of the vacation kindergartens are the same as those carried on during the regular school term. The primary boys and girls have games, sewing, drawing, raffia and reed work. The girls of the intermediate and the advanced grades take lessons in housekeeping, which for the oldest ones include instruction in cooking. The boys of these two grades are taught bent iron work and wood carving and the oldest ones manual training. Twenty minutes of singing and story-telling open the session, after which follow four recitation periods of forty minutes each. Manual training, housekeeping and cooking each receive one hour and twenty minutes. Games are introduced for both educational and social purposes. The instructor teaches the children how to play checkers, dominoes, parchesi, backgammon, authors, geographical games (dissected maps and card games of countries, cities, manufactures, products and races), games of the names of great persons, presidents, battles, historical places and epochs, indoor baseball, charades, guessing and observation games, prisoners' base, blindman's buff, and many other amusements. In the selection of these regard

was had to their cheapness, so that the families of the children would be able to buy some of the games, learned for the first time at the vacation schools, for home amusement during the long winter evenings.

The housekeeping course in the St. Louis vacation schools is very thorough. Children are taught the details of washing (rinsing, starching, blueing and drying), ironing, sweeping, dusting, scrubbing, polishing pans, washing dishes, cleaning windows, setting and serving a table, making a bed, hanging pictures, the care of lamps, and keeping the rooms in order. New ideals of personal cleanliness are inculcated through the daily use of the baths connected with the school house. In Buffalo the pupils are given instruction in swimming through the courtesy of the Y. M. C. A. gymnasium instructor.

Cleveland lays more emphasis than St. Louis upon purely academic work. The Central high school and six grammar school buildings are thrown open for class-work to aid students in making up studies in which they had failed during the year. Pupils from the fifth grade up are admitted to these summer classes. In Cincinnati also the summer academic work is held in separate buildings quite apart from the other vacation classes.

The vacation school work proper is carried on by separate schools known as the kindergarten, primary, and manual training summer schools. Instruction in the primary schools is entirely oral and embraces the following exercises: story telling, the teaching of songs and poems, games, nature

Book Binding in New York—They Came Because They Wanted To

study, excursions and light work in manual training. The latter includes plain sewing and embroidery, paper-cutting, weaving and pasting, raffia and reed work, drawing and water coloring, clay modeling and some constructive work.

The time allotted to the various subjects is indicated in the following sample program:

DAILY PROGRAM, PRIMARY SCHOOL

Cleveland

8:30 to	9:00	Songs, stories told and read by teacher and children...30 minutes
9:00 to	9:30	Marches, drills, skipping, games in Assembly Hall ..30 minutes
9:30 to	10:30	Manual training, sewing, basket making.....60 minutes
10:30 to	10:50	Recess.....20 minutes
10:50 to	11:00	Song, short story, poem.....10 minutes
11:00 to	11:30	Occupation work, clay, paper-cutting, dolls, nature work, painting.....30 minutes
	11:30	Dismissal

The summer manual training schools are attended by boys from the four grammar grades and the first year in the high school. The course is planned on practical lines and consists in making simple pieces at first and then gradually working up to such articles as ironing-boards, plate and towel racks, book shelves, picture frames, tabourets, tables, chairs and shirt-waist boxes. All the instruction is given by thoroughly trained men and the schools are completely equipped with tools and benches. White wood and chestnut

and oak lumber are provided, and the pupils are required to pay part of the cost of the articles they make and take home.

In both Cleveland and Pittsburgh the public libraries co-operate with the vacation school authorities by sending trained story tellers who interest the children in good literature and sometimes distribute books among them. A feature of the Cincinnati work is a mothers' meeting held one afternoon a week at each of the vacation schools. A program of music and recitations is given by the children with the help of talented persons from the neighborhood and is followed by a social time at which flowers are frequently distributed.

In several of the cities the outing is one of the most enjoyable of the summer school activities. In Chicago excursions are made to the large open areas of the outer parks or to the suburban woodlands. Sometimes the managers of resorts grant concessions and the children are taken to them. In St. Louis and Cleveland the children are given a free outing every other week to one of the parks, where they play games, pick flowers and study nature. Sometimes the Cleveland children are taken to the Zoo and served with ice cream and cake. The expenses of the outings in Cincinnati are met by private subscription. One Friday morning the teachers and children attended a concert given by well-known musicians in the Music Hall and at another time they saw the "Hiawatha" play at the Zoo. In Haverhill, Massachusetts, the children in company with their teachers visit the rooms of the historical

society, the birthplace of Whittier, the beach, or the park of a nearby lake.

In the New York vacation schools talks on city history are made more impressive by excursions under the care of the teachers to various historical places. The children are prepared in the classroom for the trips, by being told what they are to see, and why it is significant. Some seasons over 200 excursions are made to points of historical interest in and about New York.

Some cities include academic work with the handwork. In Rochester reading, language work and drawing in color are taught in addition to the usual subjects. New Orleans also provides instruction in arithmetic, geography and history. Boston gives the opportunity to study whatever book subjects the pupils demand, and in some New York schools the foreign born children are specially instructed in English. Previous to the recent Hudson-Fulton celebration in New York one of the east side principals arranged historical exhibits for each room in the school. They portrayed the life on Manhattan from the time of the first settlers up to the Revolutionary War and included Indian sketches, portraits of the early Dutch colonists and pictures showing costumes and customs.

In Pittsburgh, according to Miss Beulah Kennard, the president of the playground association, the endeavor has been "to base each department on a normal play instinct and to keep them spontaneous, childlike and joyous, without strain and without self-consciousness. In the 'carpenter shops' boys are given play

models and allowed to use the saw and plane like men. In the art classes Indian or war stories are illustrated on large sheets of paper, while the girls paint flowers and birds and stencil dainty patterns which they have themselves designed. They use live models whenever possible, and parrots, puppies, cats, geese and chickens are carried from school to school, to the great delight of the children. Dancing and rhythmic gymnastic exercises receive much attention, as the children do not know how to use either hands or feet well. They can neither stand nor walk nor throw a ball straight. Classes in cooking and nursing have been fitted in wherever space can be found, the boys being as anxious to cook as the girls. But to the over-industrious teachers and children one inflexible rule has been given—'The play period must not be encroached upon.' Every teacher has her game book and must learn to play if she has forgotten how."

With such a guiding principle it is not strange that the children should co-operate in the maintenance of order. In one of the schools a basketry class of small boys composed and wrote on the blackboard the following rules:

You must not sass the teacher.
You must not chew gum.
You must not talk loud.
You must not break the rules.

The length of the vacation school session in most cities is six weeks. In a few the session lasts only five weeks. In one city it continues only four, while in Cleveland the period is eight

weeks. The date of opening the schools varies from a week after the end of the day-school term to the middle of July. The usual hours are from 9 to 12 A. M. or 8.30 to 11.30 A. M. Usually there are no sessions on Saturday. In Cincinnati there is no class-work on Friday, that day being devoted to the weekly excursions.

THEIR ADMINISTRATION

Each instructor in the New York City vacation schools is a specialist chosen from an appropriate eligible list in the order of standing. Details of instruction are looked after by a supervisor for each subject and district superintendents have general charge over the work of their respective districts.

In St. Louis the conduct and management of the vacation schools is in the hands of a supervisor who, under the direction of the superintendent of instruction, plans the course of study and program for each school and supervises the work of the principal. Each school has as many teachers as the work demands, provided that the quota of pupils for each paid teacher is not less than twenty-five; and the supervisor may with the consent of the superintendent of instruction employ a limited additional number of qualified volunteer teachers, such as Teachers' College students or members of the senior class in the high school. In Cincinnati, Cleveland and Newark the vacation school work is in charge of a supervisor who reports to the superintendent of schools. These three cities employ mainly day-school teachers. Applications are usually so numerous that a

PITTSBURGH GIRLS LEARNING FIRST AID METHODS IN JULY

selection can be made of those best fitted for special lines of work.

Many cities, like New York, Cleveland and Cincinnati, organize their teaching on the departmental plan, but Newark, whose board of education was the pioneer in municipal vacation school work, has recently abandoned this scheme. There an effort is made to secure a teacher who can do all of the work required in each grade; it has been found that teachers of special subjects fail to become as intimately acquainted with their pupils as the grade teachers who are with their classes throughout the session. In Chicago, St. Louis, Cincinnati and several other cities there are many volunteer workers on the teaching staff. School-work relieved of the trials connected with discipline has lost its most forbidding element, while the joyousness and satisfaction which pervade the vacation class-room constitute a strong appeal to all who like to help children. In Boston and St. Louis it has been found that this work serves as an admirable training for young people studying to become teachers.

Special training classes for teachers desiring summer school work are held in Newark under the director of manual training and thus properly qualified candidates are available for all the positions. In Pittsburgh a teachers' institute is held three days prior to the opening of the schools and weekly teachers' meetings are conducted throughout the term. The superintendent has also arranged with the University of Pittsburgh to give Saturday courses in psychology, sociology and education for the benefit of the vacation

school and playground teachers. In Cincinnati and several other cities vacation school teachers are organized and hold meetings throughout the year.

The salaries of the St. Louis teachers for the term of six weeks are as follows: Supervisor $250.00; principal $80.00; teacher $60.00; assistant teacher $30.00. In Chicago the regular teachers receive $75.00 for the six weeks' term, and the assistant teachers $50.00 and $30.00. Cincinnati teachers receive a uniform rate of $2.00 per day. The salaries in New York are as follows:

Supervisors	$6.00 per day
Principals	4.50 " "
Teachers	3.00 " "
Kindergartners	3.00 " "
Kindergarten helpers	1.50 " "
Substitutes	1.50 " "

Cost of Vacation Schools

City	*Season*	*Schools*	*Cost of Maintenance*	*Average Attendance*	*Per Capita Cost*
Buffalo	1909	9	$5,724.87	2,333	$2.45
Cambridge	1908	6	1,791.18	907	1.97
Chicago	1908	16	23,217.59	6,003	3.86
Cincinnati	1908	4	2,900.00	1,480	1.96
Cincinnati*	1908	1	1,200.00	357	3.36
Newark	1909	27	31,344.00	9,016	3.48
New York	1908	27	70,495.77	14,586	4.83
Pittsburgh	1908	10	8,256.99	2,544	3.24
St. Louis	1908	2	2,869.08	577	4.97

* Summer academic school which is run separately.

These figures have in most instances been compiled from school reports. There is no assurance that uniform methods were employed in arriving at the cost of maintenance, so they

have no value for the purpose of inter-city comparisons. They are to be regarded simply as examples of vacation school expenditure.

The cost of the Haverhill vacation schools in 1907 averaged 78 cents per pupil. The same season St. Louis conducted summer school work the cost of which, computed on the average daily attendance, was $5.58 per capita. The Des Moines schools during the season of 1909 cost about $3.00 per pupil, which is a fair average for the country. The expensiveness of these schools varies with the size of classes, salaries of teachers, kinds and amount of material used, and equipment installed. With volunteer workers, contributed material, borrowed tools and the use of idle school rooms, a large number of children can be provided with many hours of useful happiness at little or no expense. The per capita cost in New York for the 1906 vacation schools was $4.84; in 1907 it jumped to $5.03 and in 1908 it sank to the 1906 figures. In St. Louis the second year of its vacation work showed a reduction of 61 cents in the cost per pupil. Cambridge vacation schools in 1908 decreased $0.41 per pupil below the cost in 1907. This was due in part to an increase in the average attendance and in part to the omission of drawing, since more teachers were required when drawing was given in connection with the sloyd work. The Newark summer school work increased in cost from $1.77 (based on average attendance) in 1901 to $3.68 in 1907. The reasons given for this increase are mainly rise in the salaries of teachers, reduction in size of classes, introduction of new kinds of work requiring additional teachers,

greater expense for supplies and equipment, and the enlargement of the supervising corps.

In the Cleveland schools the children pay one-half the cost of the material used in making the articles which they take home. In Haverhill a considerable sum was realized from the sale of baskets at the end of the term. In most schools, however, after the usual closing exhibition of the vacation school work, the children are given the articles they have made.

HOW THEY START

The first vacation school in this country of which there is any record was held in 1866 under the auspices of the First Church of Boston, but it was in no way connected with the public schools of that city. The report of the Providence superintendent of schools for June, 1870, states: "For two years past schools have been opened in the summer vacation for such children as wished to attend. These have been a great blessing to the city. All lessons are made as attractive as possible by apt illustration and familiar conversation. Sewing, drawing and object teaching occupy a prominent place." These schools were under a volunteer committee. In 1876 they were discontinued, but in 1894 they were revived and carried on for six years, when they were finally turned over to the school committee. The first municipal board of education to incorporate vacation schools as a part of its system was that of Newark, where they were established in 1885.

In 1894 the Association for the Improvement of the Condition of the Poor in New York City

obtained the use of four public schools and maintained classes in manual training and allied subjects during the vacation season. In 1897 vacation schools were adopted as a part of its public school system by the New York Board of Education.

In 1896 at a conference of the Associated Charities in Chicago a committee was appointed to take up the matter of establishing vacation schools in that city, and through the efforts of this committee the Civic Federation was induced to conduct one vacation school. In the summer of 1897 a school supported by private contributions was also maintained in the Seward School, under the auspices of the Chicago University Settlement. The Chicago women's clubs became interested in 1898, and assisted by several charitable associations, formed an organization for the purpose of carrying on summer schools until they should become an organic part of the municipal system. In 1908 this body was known as the "Permanent Vacation School Committee of Women's Clubs." It expended $23,217.59 upon sixteen vacation schools, of which amount $15,000.00 were contributed by the Chicago Board of Education. The sessions were held in public school buildings, but were directed by a superintendent in the employ of the Vacation School Committee.

The introduction of vacation schools and playgrounds in Pittsburgh was due to the activity of the Civic Club. As early as 1896, while looking about for some needed thing to undertake, it was impressed by the number of forlorn homes and crowded streets in the city and resolved to secure

Buffalo Girls Prefer to Learn Cooking in the School House

the use of the school yards for the children who had no place to play. After the grounds had been secured the astonishing discovery was made that most of the children did not know how to play. Chiefly the children of immigrants, they came from mill neighborhoods and foreign settlements and had never had an opportunity to learn the games and sports which have always been the birthright of American boys and girls. The boys seemed to be animated solely by a feverish desire for work and the girls would not come unless bribed with sewing classes. The parents also continually asked that their young children be given some kind of manual work. In response to these demands more and more hand work was included in the playground programs, and thus after several years' experimentation the activities of the vacation school came to be combined with those of the playground. For the younger children kindergarten methods were still employed, but for those over eight years of age the daily program was revised to include some form of industrial work, music, nature study and clay modeling or drawing and coloring.

In 1900, feeling that more popular support was needed, the Civic Club asked the women's clubs to help them. A meeting was held and the joint committee then formed from the delegates of the various clubs conducted the work for the next six years. The women became enthusiastic over the undertaking and the playground and vacation school work added a new interest to their club life. There were many volunteer workers among their members and liberal contributions were

made out of their treasuries. The Central Board of Education of Pittsburgh gradually increased its financial assistance until in 1908 its annual appropriation had reached the sum of $9,500. The schools, however, are still (1910) under the direction of the women's clubs, though the organization composed of their delegates is known as the Pittsburgh Playground Association.

On the north side of Pittsburgh, formerly the city of Allegheny, vacation schools, started in 1905 by a joint committee of the women's clubs of Allegheny, are conducted by the Playground and Vacation School Association of Allegheny, Incorporated. The Association at the present time is made up of delegates from over twenty women's clubs, church societies and neighborhood committees. The schools are supported by appropriations from the city and from private contributions, and are administered by officers selected by the Association and by a large number of voluntary workers.

Vacation schools in Cleveland were established in 1895 under the auspices of the Ladies' Aid Society of the Old Stone Church. These schools were carried on by the Day Nursery and Free Kindergarten Association from 1901 to 1903, when the Board of Education assumed their control. In Milwaukee, some public spirited and philanthropic women began by obtaining the use of one of the public school buildings. They employed teachers and held classes for six weeks. In 1904 the board of school directors, impressed by the value of this instruction, established and carried on one vacation school, while the women's organization continued their work in a new

locality. In the following year the school board assumed the responsibility for both schools and the women withdrew from the field.

In Rochester, the Women's Educational and Industrial Union and the Playground League played a prominent part in the inception of the vacation schools in that city. In Johnstown, Pennsylvania, they were first started by the local civic club at the suggestion of a teacher who had taught in the summer classes of another city. Funds were raised by subscription. In Medford, Massachusetts, vacation schools are supported by a vacation school association composed mainly of women who act in co-operation with the municipality. The business men of Minneapolis supported the vacation schools of that city during the summer of 1906. Those of St. Paul obtained their start through the co-operation of the superintendent of schools and the St. Paul Institute of Arts and Sciences. Soon after the incorporation of the Institute its assistance in starting vacation sessions in the public schools was asked by the superintendent of schools. The executive committee of the Institute promptly put $500 of its slender resources at the disposal of the school board. To this sum the Board of Education added $650, and several organizations contributed additional amounts, materials, tools and services. With this help the school board in 1908 opened four buildings, the average attendance at which was 846 pupils. The experiment was so successful that the board introduced vacation schools into its regular system and in 1909 appropriated $2,000 for their maintenance. The

Institute being relieved from contributions for their support, then devoted itself to securing a system of school gardens to be conducted in connection with the summer classes. Through co-operation with several other societies and a newspaper, some $800 were raised for this purpose.

In Indianapolis, vacation schools are carried on by the Public Recreation Committee of the Children's Aid Association. In Worcester, their success is due largely to the co-operation of the merchants of the city, who make generous donations of materials and supplies. Cincinnati owes its vacation schools to the early efforts of a woman's club of that city; and the Women's Club of Brockton, Massachusetts, co-operated with the school department in maintaining during the summer months a kindergarten in one school and a sewing class in another.

RESULTS

The president of the Pittsburgh Playground Association reports that as a result of its vacation school work, industrial and domestic science departments have been placed in a number of the day-schools. In other schools play has been given a place on the regular daily program and a large number of teachers have learned how to play with their children. In districts where vacation schools have been maintained it is reported that the children have returned to school in a less demoralized condition than is usual after the long holiday. Especially in the densely populated portions of the city the living conditions of families have been improved. The instruction received in the

summer classes has helped "to make the home cleaner and the clothes less dependent on 'the strained devotion of a pin.' Little girls have taught their mothers how to cook wholesome, plain food and their care of the spoiled tenement baby has been more intelligent. At one school the girls were asked if their baby brothers and sisters ever drank coffee. Everyone answered 'Yes'. When the babies are put on a milk diet instead of one including coffee, doughnuts and bananas, they will lie in a basket or hammock, and the little sisters that tend them can themselves rest or play with other children. . . . And the gang has been tamed. The West End gang whose ideals had been confined to baseball and pugilism became enthusiastic carpenters. Their devotion to the fine, clean young fellow who was their instructor was pathetic. They followed him around. In order to cure the sneak thieving he would leave all the material out on the ball field and go away without making any boy responsible for it. The next morning every bat and ball and glove would be returned."

In the Buffalo vacation schools the boys showed great enthusiasm over manual training. Members of the chair-caning classes not only caned all the broken chairs in their own homes, but at one school eighteen chairs were caned for one of the local churches, for which the boys were paid at the rate of fifty cents each. At the close of the summer session many went immediately into the chair-caning business. One of the chief benefits afforded by these summer schools is the opportunity for manual training given to boys and

girls who do not have it in their regular day-school course.

In the St. Louis vacation schools five boys who had become wards of the Juvenile Court were enrolled. The offences for which they had been arrested were not grave enough to warrant their being sent to the Industrial School, but they needed a term of several weeks under the eye of some responsible authority other than their parents. They were allowed to attend the summer classes and weekly reports of their conduct and progress were made to the court. The boys continued in attendance up to the last day and gave no trouble worthy of comment. In Cleveland one vacation school was composed solely of 135 boys who had been assigned to the detention home by the judge of the Juvenile Court. They ranged in age from three and one-half to seventeen years, and in school rank from the first grade to the first year in the high school. They were given gardening, drawing, weaving, paper-cutting, clay modeling and decorating, and raffia work. During the summer they made three excursions to nearby parks.

One of the most important utilities of the vacation school lies in the opportunity it affords backward scholars to make up work left unfinished at the close of the school year. The attendance at the Cleveland summer high school for the past seven years has averaged 252 pupils, and during that time the instruction has enabled over 1200 boys and girls to advance regularly with their classes in the fall, and has undoubtedly been influential in holding this large number of pupils until they

secured the advantages of a complete high school education. During the summer of 1909 over 700 grammar school boys and girls obtained promotion as the result of attendance at vacation classes. Eighty per cent of those in attendance at the summer academic school in Cincinnati during 1908 were promoted in the fall. The zeal and perseverance of these pupils surprised even the teachers. Some of the children said it was the first work they had ever done with all their might, and those who were promoted, so far as reported, have sustained themselves creditably in their new classes.

Another way in which the vacation schools may serve the community is illustrated by the course of lectures given during the summer of 1909 in the Chicago vacation schools under the auspices of the Visiting Nurses' Association. These lectures were upon the proper care and feeding of infants, the necessity of cleanliness and suitable clothing, the preparation and preservation of milk, and the use of barley water and the various substitutes for milk which are employed during the period when intestinal disease is prevalent among infants. They were given by medical men, nurses and other specially trained persons. To the lectures were admitted the summer school students of the upper grammar and high school grades. A campaign of education was thus carried on for the purpose of controlling and ameliorating the diarrheal diseases in children.

The success of the vacation school work is undoubtedly responsible in a measure for the tendency, now noticeable in various parts of the

country, to extend the regular school instruction beyond its traditional time limits. In Oakland, California, the schools have been opened on Saturday forenoons so that those outside of the school system may be instructed in sewing, cooking and manual training. The school year which obtains in the new $650,000 technical high school in Cleveland is divided into four quarters of twelve weeks each with a week of vacation after each quarter. As a result, one of the regular term sessions takes place during the summer months. During the summer of 1909 there were 450 pupils whose daily attendance averaged 97 per cent of the total enrollment registered in this school.

Any proposal to extend the regular term of school throughout the summer immediately arouses the apprehension of the public as to the effect upon the health of the children. Even though the course during the hot months were largely of a manual character, many persons would still fear the consequences of a compulsory attendance during the summer. It has been pointed out that the success and beneficial results of the vacation schools are largely due to the voluntary nature of the attendance. On the other hand evidence favoring an extension of the school term is to be found in the work of the Hebrew Technical School for Girls in New York City, which has a continuous session of eighteen months. The pupils attend for eight hours each day, but throughout the course they are given medical supervision, plenty of fresh air, and exercise in the gymnasium and swimming pool. At 10 A. M. daily each girl receives a cup of milk or cocoa and at noon she

has the opportunity to buy a bowl of soup for one cent, and thus supplement the luncheon brought from home. This long school day and the continuous session were forced upon the managers by necessity, but up to the present time no bad effects upon the health of the girls have been noticed, while in many cases there has been a decided improvement.

The gradual assumption of vacation school work by boards of education and the tendency to increase the sessions of academic instruction show that municipalities are more and more recognizing that their responsibility for the education and welfare of children is not limited to the forty weeks of the school year.

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